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ABSTRACT

Focusing on public service and clerical occupational clusters, this unit entitled "School Workers" is one of four kindergarten units which are part of a total set of twenty-seven career development curriculum units for grades K-6. This unit is organized into four sections. Section 1 identifies two career development-centered curriculum (CDCC) elements (life role understanding and realistic self-concept formulation), two career development themes (e.g., the characteristics of life-roles and their functions, and the relationship of self-knowledge to a personal value system), four unit goals (e.g., recognize the different occupations found in the school), and five performance objectives (e.g., identify a task performed by at least six workers in the school). Also included in Section I are evaluation procedures (pre- and post-assessment and evaluation tabulation forms) for the unit. Section II describes teaching strategies for twelve unit subtopics (capsules) and includes suggested resources for teaching each one. Capsule topics are on the teacher, principal, secretary, custodian, and nurse. Section III contains two reference sheets, and section IV contains twenty-three activity sheets for students' use. (CT)

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ED169250

Suggested for
Kindergarten

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SCHOOL WORKERS

one in a series
of
CAREER DEVELOPMENT CURRICULUM UNITS
for the
Elementary Classroom

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CDCC Project
ESEA Title III
Coloma Community Schools
P.O. Box 218
Coloma, Michigan 49038

CE 020 077

School Workers

Kindergarten

(Third Edition)

one in a series
of

CAREER DEVELOPMENT CURRICULUM UNITS

for the

ELEMENTARY CLASSROOM

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CAREER DEVELOPMENT CENTERED CURRICULUM PROJECT

ESEA TITLE III

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FOREWORD

The series "Career Development Curriculum Units for the Elementary Classroom" represents the outcome of three and one-half years of effort on the part of many individuals within Coloma Community Schools. The work was completed under an ESEA Title III project entitled "Career Development Centered Curriculum" (CDCC) in cooperation with the Michigan Department of Education. The series constitutes a response to the ever-increasing need to augment and enhance each students' career development process.

The series of twenty-seven curriculum units consists of a logical, sequenced arrangement of learning activities based on development tasks and content consistent with accepted career development theory and practice.

The approach is one of integrating career awareness with existing subject matter as well as building into the curriculum a sound approach to self-awareness. Learning activities are linked to performance objectives for which there are evaluation techniques; making it possible to assess impact on learners.

Gerald Geik
Project Director

ELEMENTARY CAREER DEVELOPMENT: THE UNIT APPROACH

An Elementary Career Development Curriculum Unit is a group of interdisciplinary learning experiences for which there are expected outcomes identified in the form of performance objective. Because they are interdisciplinary, they include learning and practice in math, communication arts, science and social studies as vehicles for conveying the career development aspects of an individual's growth. Learning activities are built around either self-awareness or occupational cluster topics.

Developed by teachers or counselors, they are based on CDCC themes and elements, aligned with career developmental tasks.

They include a variety of teaching strategies in the form of role-playing, discussions, work sheets, field trips, use of role models, use of A.V. materials, etc. They include evaluation strategies, (both observational and paper and pencil), based on unit performance objectives. Time of implementation for each unit is approximately two instruction hours per day for a period of two to three weeks. One unit is taught during each nine-week grading period at each grade level.

A single unit is a small part of a total sequence of learning experiences that all together contribute to the individual's career development process.

UNIT TITLES IN THE SERIES "CAREER DEVELOPMENT CURRICULUM UNITS FOR THE ELEMENTARY CLASSROOM"

	UNIT TITLE	FOCUS
K	ME	Self Awareness: Physical Self
	INSIDE ME	Self Awareness: Emotional Self
	SCHOOL WORKERS	Occupational Clusters: Public Service, Clerical
	COMMUNITY HELPERS	Occupational Clusters: Public Service, Natural Resources, Health
1	FRIENDSHIP	Self Awareness: Social Self
	A FEW OF OUR FAVORITE THINGS	Occupational Clusters: Arts, Technology, Research, Personal & Product Services
	TELEPHONE WORKERS	Occupational Clusters: Transportation, & Communication
	THE FOOD STORE	Occupation Clusters: Business & Sales

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	UNIT TITLE	FOCUS
2	MY ENVIRONMENT	Self Awareness: Environmental & Physical Self
	BAKING INDUSTRY	Occupational Clusters: Natural Resources, Manufacturing
	FIREFIGHTERS	Occupational Cluster: Public Service
	PET INDUSTRY	Occupational Clusters: Public Service, Personal & Product Services
3	DAIRY INDUSTRY	Occupational Clusters: Health, Manufacturing
	RESPONDING BEHAVIOR	Self Awareness: Emotional & Social Self
	RESTAURANT INDUSTRY	Occupational Clusters: Health, Hospitality and Recreation
	AIRLINE WORKERS	Occupational Clusters: Health, Hospitality, Recreation Clerical, Technology & Research
4	FORESTRY	Occupational Cluster: Natural Resources
	BEST FOOT FORWARD	Self Awareness: Self Appraisal, Goal Setting and Social Self
	POSTAL WORKERS	Occupational Cluster: Public Service
	POLICE WORKERS	Occupational Clusters: Clerical, Public Service
5	OUR GROUP AND ME	Self Awareness: Group Roles & Social Self
	MANUFACTURING	Occupational Clusters: Clerical, Business, Sales & Trades, Manufacturing
	HOSPITAL WORKERS	Occupational Clusters: Technology & Research, Clerical, Personal & Product Service & Health
	MY FEELINGS ARE ME	Self Awareness: Emotional Self
6	GOING ABROAD, ANYONE?	Occupational Clusters: Transportation & Communication, Hospitality & Recreation
	ME, MYSELF AND I	Self Awareness: Physical, Emotional, Social & Intellectual Self
	T.V. INDUSTRY	Occupational Clusters: Business, Sales & Trades, Arts and Entertainment, Transportation & Communication, Technology and Research

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Coloma, Michigan

THE CDCC PROGRAM (K-6)

One dimension of human growth and development is the career development process. In this process each person progresses through a sequence of developmental tasks that make it possible for that person to become a self-fulfilled individual. This is a life-long process involving experiences and decisions that sequentially build on each other. When taken cumulatively, they contribute to the formulation of a realistic self-concept that can be expressed through one's occupational, leisure, family, and civic life-roles.

The career development process can be augmented by building career development curriculum units into the already existing curriculum. In developing the units, three things were considered: 1) career development themes, 2) career development tasks through which individuals normally progress, and 3) subject matter in the already existing curricula. All three of these were brought into focus when generating component goals and objectives and developing learning activities.

The curriculum units altogether constitute the sequential placement of career development activities into the existing K-6 curriculum. Career Development Themes define the *scope* and Career Development Tasks define the *sequence* of the CDCC program. To signify the relationship of the elementary program to the total, elements, themes, developmental tasks and occupational clustering system are presented.

CDCC PROJECT ELEMENTS AND THEMES

CDCC ELEMENT I -- Life-Role Understanding (occupational, avocational, family, civic)

- Theme 1.1 The student will understand life-role activity as self-enhancing. (psychological, economic, life-style implications)
- Theme 1.2 The student will understand life-role activity as societal-contributing. (economic, societal-need implications)
- Theme 1.3 The student will understand the relationship of education to life roles.
- Theme 1.4 The student will understand the desirable attributes of individuals in life roles.
- Theme 1.5 The student will understand the characteristics of life-roles and their functions.
- Theme 1.6 The student will understand the relationship of life-role changeableness to individual cope-ability.

CDCC ELEMENT II -- Decision-Making Skill Development and Utilization

- Theme 2.1 The student will set personally relevant goals as part of decision-making.
- Theme 2.2 The student will identify and use information about self and life roles as part of decision-making.
- Theme 2.3 The student will understand decision-making as identifying alternatives, selecting the alternative most consistent with goals, and taking steps to implement a course of action.

CDCC ELEMENT III -- Realistic Self Concept Formulation

- Theme 3.1 The student will understand his or her own uniqueness as a result of personal learning, growth, and maturation.
- Theme 3.2 The student will understand the relationship of social and education forces to his or her individual development.
- Theme 3.3 The student will understand the relationship of self-knowledge to a value system unique to him or her.
- Theme 3.4 The student will understand the relationship of his or her interests, aptitudes and achievements to career goal realization.

CAREER DEVELOPMENT TASKS*
FOR
LIFE-ROLE UNDERSTANDING, C.D.C.C. ELEMENT I

K-3

Occupational values and attitudes are formed and are used as a basis for judgment. Children establish relationships between experience and action, manipulate language and symbols primarily by imitating models and accommodating their behavior to the behavior observed in others with whom they identify, i.e., people in various life-roles. (Focus is generally on home, school and neighborhood.) Children are acquiring respect for particular people and their life-roles, especially for the work they do. (Adults must foster positive attitudes toward all kinds of life-roles.) Children can distinguish between occupations primarily on the basis of tool and uniform clues. They develop interpersonal skills that permit them to gain acceptance by peers in parallel play and sharing.

4-6

Children continue to face the same kinds of tasks but with more complexity. They enter the phase of conceptual learning. They develop the ability to conceive the function of life-roles. They generalize (abstract) their respect for specific people and their life-roles to an appreciation of all people everywhere. As they learn the value of mankind, they learn to value themselves. They increase their knowledge of life-roles by expanding experiences beyond home, school and neighborhood. As they begin to understand the concept of work and value it as an institution, they develop self-direction--this helps build a positive self-concept. They are refining interpersonal skills to build confidence in their ability to successfully interact with peers in more complex types of group activities.

7-9

Youth develop the capacity to operate on hypothetical propositions--they have learned to think more logically and abstractly. They are better able to cope with cultural and environmental demands. They can make internal interpretations of environmental transactions and generalize these to other situations. Concepts which have been learned previously are used to build further concepts. As they learn about life-roles and life-role settings, they determine the subtle factors involved in life-role satisfaction and rewards--looking for what they personally find necessary, important and valuable. (They should acquire knowledge about life-roles and curricula to help them think realistically about their futures.)

10-12

Youth expand and refine tasks of earlier levels. They determine to a large extent, the course of their own futures. The individual must define the level of his or her educational aspiration and arrange training accordingly. Concepts which the individual holds about self and life-roles become internalized to the point where they form the basis for particular generalizations concerning his or her career life identity. The individual must acquire skills, responsibility, and confidence in life-roles through actual experiences. Through these experiences, individuals test their self concept.

*After Ginzberg (1951), Havighurst (1964), Super (1969), and Tennyson (1970).

CAREER DEVELOPMENTAL TASKS*
FOR
DECISION-MAKING SKILL DEVELOPMENT, C.D.C.C. ELEMENT II

K-3	4-6	7-9	10-12
Fantasy period: Children make unrealistic choices based on dreams and wishes. The individual does not wonder whether he or she has the appropriate abilities to do what he or she wants to do. (Teachers and parents should readily accept unrealistic statements.)	Late fantasy period, early tentative period. (During early tentative period, children should be helped to see that there are still a number of years before career plans must be set.)	Tentative period: The individual begins to recognize the problem of career choice; decisions are tentative but more realistic. The individual is continuously obtaining new information and experience, revising previous choices and making new choices. (Gradually the youngster should be helped to explore the difference between fantasy and reality in making decisions.) The individual begins to formulate a career hypothesis (tentative) --a narrowing process of identifying interests, values, capacities, and opportunities. Making successful decisions strengthens the individual's self-concept.	Late tentative period, realistic period: The individual's considerations become much more practical as well as important. The decision-making process must become personalized. Because the environment is constantly changing, a major real-life problem is how to plan for change--a realistic decision-making process for the individual requiring commitment with tentativeness. As the individual expresses his or her self-concept through complex real-life decisions, he or she becomes able to utilize personal attributes to influence the nature of future choices rather than merely to adapt to external pressures. Learning to make decisions and accept responsibility for them helps the individual develop responsible independence and individuality. The individual's career hypothesis is reformed to make adjustments for changing interests, abilities, values, and increased knowledge of life-roles.

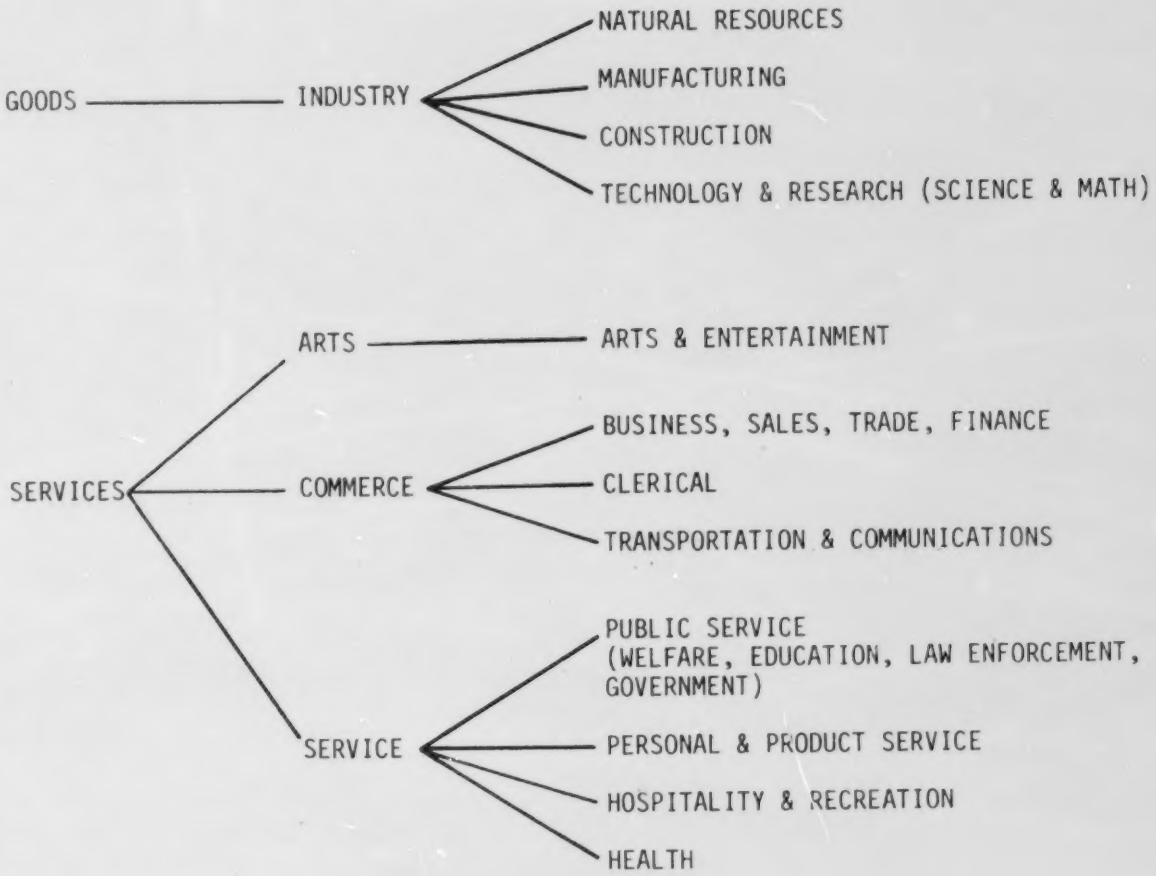
*After Ginzberg (1951), Havighurst (1964), Super (1969), and Tennyson (1970).

CAREER DEVELOPMENT TASKS*
FOR
REALISTIC SELF CONCEPT FORMULATION, C.D.C.C. ELEMENT III

K-3	4-6	7-9	10-12
Children become aware of themselves and their environment and differentiate between them. They are acquiring a sense of some control over their own course of events--a sense of agency. (The child must have successes to build self-confidence thus building tolerance for others). Children begin developing interpersonal skills that permit them to be socially acceptable to their peers. The child realizes that people are not objects and recognizes their humanness. (They need an atmosphere where mistakes are expected and each is respected as an individual.)	The individual is concerned about what he or she can do. The individual should be developing a positive self-concept. Each child develops his or her interest and ability to accomplish tasks. (Children need opportunities to work and reinforcement for it.) Individuals should be building social self confidence in themselves to relate successfully to others. (They need a continued atmosphere of mistakes being expected and tolerated and each is accepted and respected as an individual.)	The individual undergoes great changes physically, intellectually and socially. Each explores his or her self attributes while clarifying the self-concept--each individual reinterprets the self-concept developed earlier in terms of the 'new self'. Each individual must come to accept himself or herself as an entirely different person outwardly, and to some extent inwardly. The single most important task for the individual during this state is to achieve a sense of personal identity.	The individual is engaged in reality testing of the self-concept--each is checking his or her perceptions of abilities, aptitude and other personal resources against external reality. The individual is becoming aware of a preferred life style as related to self-concept.

*After Ginzberg (1951), Havighurst (1964), Super (1969), and Tennyson (1970).

C.D.C.C. OCCUPATIONAL CLUSTERING SYSTEM



USING THE UNIT

SECTION I	Identifies CDCC Elements, Themes, Unit Goals and Performance Objectives to be affected by teaching the unit to a group of learners; includes evaluation design and/or test items for determining impact on learners.
SECTION II	Describes teaching strategies by unit subtopics (capsules) and includes suggested resources for teaching each capsule.
SECTION III	Contains reference information for teachers from which a background can be built to effectively conduct the learning activities.
SECTION IV	Contains activity sheets for student's use.

"School Workers"
Kindergarten

Unit Rationale

This unit is designed to help acquaint kindergarten students with the workers within their school and/or school district and to help prepare them for full days of school.

Teacher Information

This unit has been designed to be taught over a period of approximately eleven (11) days with a total of sixteen to twenty (16-20) instructional hours. Teach Capsule #1 and only eight (8) other capsules that pertain to your particular school.

Teacher Preparation

1. Prepare booklets. Choose some of these suggested page titles:

   My School
   My Teacher
   Other Teachers
   The Principal
   The Secretary
   The Custodian
   The Cafeteria Workers
   The Nurse
   Bus Driver, Crossing Guard, or Other
   Our Superintendent
   The Student--ME!

2. Make an experience chart to include the names of each worker studied.

3. Make an enlarged copy of Evaluation Sheet #1.

4. Make copies of Evaluation Sheet #1 for the students.

5. Make copies of Evaluation Tabulation Forms A and B.

6. Make a simple map of your school building.

7. Set up appointments with the school workers that will be introduced to your class.

8. Take photographs of the school workers to be interviewed.

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"School Workers"
Kindergarten

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ELEMENTS, THEMES, GOALS, AND PERFORMANCE OBJECTIVES
"School Workers"
Kindergarten

Element #I - Life Role Understanding (occupational, avocational, family, civic)

Theme 1.5 - The student will understand the characteristics of life-roles and their functions.

Unit Goal - The student will recognize the different occupations found in the school.

Unit P.O. #1 - Given the names of eight (8) workers, the student will identify those that work in a school system with at least 80% accuracy.
(Evaluation Sheet #1)

Unit Goal - The student will become aware of the different jobs performed by school workers.

Unit P.O. #2 - The student will be able to identify a task performed by at least six (6) workers in the school.
(Evaluation Tabulation Form B, column #2B)

Unit Goal - The student will become aware of the basic tools used by the different school workers.

Unit P.O. #3 - Given pictures of ten (10) tools, the student will identify those tools used by school workers with at least 80% accuracy.
(Evaluation Sheet #2)

Element #III - Realistic Self Concept Formulation

Theme 3.3 - The student will understand the relationship of self-knowledge to a value system unique to him/her.

Unit Goal - The student will understand how he/she might enjoy the work performed by some school workers.

Unit P.O. #4 - The student will identify which task performed by a school worker he/she might enjoy the most.
(Evaluation Tabulation Form B, column #4)

Unit P.O. #5 - The student will tell why he/she choose a particular task.
(Evaluation Tabulation Form B, column #5)

Evaluation Procedure
"School Workers"
Kindergarten

Pre-assessment

1. Study the elements, themes, goals, and performance objectives before beginning the unit. Do not discuss any of the aspects of this unit with the students before they are pre-tested.

2. Make copies of Evaluation Sheets #1 and #2 for the students.

3. Give the students Evaluation Sheet #1. Tell them how to use this evaluation sheet.

   A. Have the students look at a large reproduction of Evaluation Sheet #1. Explain to them that it is just like their papers.

   B. Explain that they should follow along on their papers as you give directions.

   C. Point to each number as you read the names of the different workers.

   D. Tell the students to circle the smiling face if that person works in a school. Tell them to put an X on the smiling face if that person does not work in a school.

   E. Read the following list of names to the students (note that the correct answers are underlined):

   a. teacher
   b. pilot
   c. principal
   d. nurse
   e. custodian or janitor
   f. astronaut
   g. cook
   h. veterinarian

4. Record the students' individual scores on Evaluation Tabulation Form B, column for P.O. #1.

5. Record on Evaluation Tabulation Form A the number of students who completed this activity with at least 80% accuracy.

6. Give the students copies of Evaluation Sheet #2.

   A. Read the number and the name of each tool.

   B. Have the students circle those tools that are used by school workers. Have them place an X on those tools that are not used by school workers. (Note that the correct answers are 1, 2, 3, 4, 6, 8, 9, and 10. Accept any answers that the students can justify.)

7. Record the students' individual scores on Evaluation Tabulation Form B, column for P.O. #3.

8. Record on Evaluation Tabulation Form A the number of students who completed this acitivity with at least 80% accuracy.

Assessment - During Implementation

1. Place a check (✓) on Evaluation Tabulation Form B, column for P.O. #2A after the students' names as they identify tasks performed by each school worker studied.

2. Place a check (✓) on Evaluation Tabulation Form B, column for P.O. #2B after the names of the students who identified the tasks of at least six (6) workers.

3. Total column #2B.

4. Transfer this total to Evaluation Tabulation Form A.

5. Follow the post-assessment procedure at the conclusion of this unit.

Post-assessment

1. Follow the same procedure as listed in the pre-assessment section #1-6.

2. Record the final results on Evaluation Tabulation Form A.

3. Ask the students to name a task performed by a school worker that they might enjoy the most. Place a check (✓) on Evaluation Tabulation Form B, column for P.O. #4 after the names of the students who completed this activity.

4. Have the students tell why they liked that activity. Place a check (✓) on Evaluation Tabulation Form B, column for P.O. #5 after the names of the students who completed this activity.

5. Total columns for P.O. #4 and P.O. #5.

6. Transfer these totals to Evaluation Tabulation Form A.

7. File the completed Evaluation Tabulation Forms A and B in the school office.

Evaluation Tabulation Form A

Unit Name "School Workers" Teacher _____

Building _____ Grade Kindergarten

Performance Objective		Evaluation Sheet #	Test Items	Accepted Level of Performance	# of Students Taking Test	# of Students Reaching Accepted Level	OPTIONAL % of Students Reaching Accepted Level
Pre - P.O. #1	Identify school workers	1	8	6			
Post - P.O. #1	Identify school workers	1	8	6			
Pre - P.O. #3	Identify tools of workers	2	10	8			
Post - P.O. #3	Identify tools of workers	2	10	8			
Pre - P.O. #2	None						
Post - P.O. #2	Identify tasks of workers	Ev. Tab.Form B, col. #2B	8	6			
Pre - P.O. #4	None						
Post - P.O. #4	The student will identify favorite task	Ev. Tab.Form B, col. #4	1	1			
Pre - P.O. #5	None						
Post - P.O. #5	The student will tell why he chose a task	Ev. Tab.Form B, col. #5	1	1			

Date Returned to Principal _____

Evaluation Tabulation Form B

Unit Name "School Workers" Teacher _____ Grade Kindergarten Building _____

1. Record the number of correct responses the individual students made on the pre and post Evaluation Sheets #1 and #2 in the columns labeled P.O. #1 and P.O. #3.
2. Place a check (✓) after the students' names, under the proper heading in the column labeled P.O. #2A, as they tell about a task performed by each school worker studied.
3. Place a check (✓) after the students' names, in the column labeled P.O. #2B, if they identified tasks performed by at least six (6) workers. (See #2 above.)
4. Place a check (✓) after the students' names, in the column labeled P.O. #4, if they identified which task performed by a school worker they might enjoy the most.
5. Place a check (✓) after the students' names, in the column labeled P.O. #5, if they identified why they might enjoy a particular task.
6. Total the columns indicated at the bottom and transfer these totals to the proper columns on Evaluation Tabulation Form A.

P.O. #	#1			#3			#2A											#2B	#4	#5
Evaluation Sheet #	1	1		2	2															
Names	Pre	Post	Growth	Pre	Post	Growth	Teacher	Other Teachers	Principal	Secretary & Aid	Custodian	Cafeteria Worker	Nurse	Bus Driver	Supt.	Other	Me	Identified 6 or more tasks	Favorite Task	Why Favorite
1.																				
2.																				
3.																				
4.																				
5.																				
6.																				
7.																				
8.																				
9.																				
10.																				
11.																				
12.																				
13.																				

Evaluation Tabulation Form B
(Continued)

P.O. #	#1			#3			#2A												#2B	#4	#5
Evaluation Sheet #	1	1		2	2														Identified 6 or more tasks	Favorite Task	Why Favorite
Names	Pre	Post	Growth	Pre	Post	Growth	Teacher	Other Teachers	Principal	Secretary & Aid	Custodian	Cafeteria Worker	Nurse	Bus Driver	Supt.	Other	Me				
14.																					
15.																					
16.																					
17.																					
18.																					
19.																					
20.																					
21.																					
22.																					
23.																					
24.																					
25.																					
26.																					
27.																					
28.																					
29.																					27
30.																					
23 TOTAL			[illegible]				[illegible]														

NAME_____

Evaluation Sheet #1

1.

2.

3.

4.

5.

6.

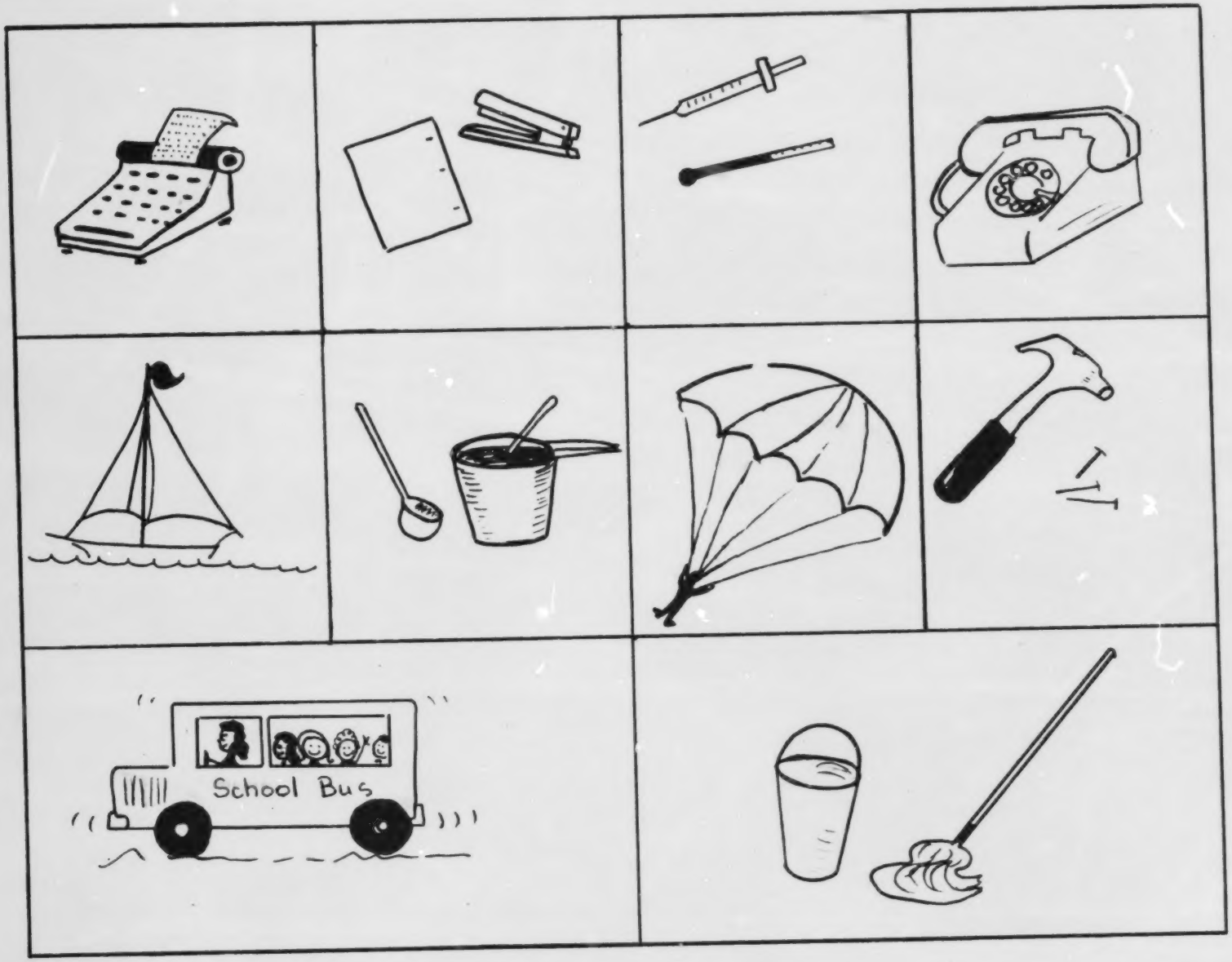
7.

8.

NAME_____

Evaluation Sheet #2

Accept any answer the student can justify.



I. Read the poem on Reference Sheet #1 to the students.

A. Tell the students that they will investigate the outside of their school.

B. Explain that they will study about workers in the school and where those workers do their jobs.

II. Use a simple blueprint of the school.

A. Explain to the students how to identify the windows, doorways, and rooms.

B. Help them locate their room on the map.

C. Help them locate a path to the main exit or to the door where they enter and leave.

III. Have the students take a tour around the outside of the building.

A. Point out the feeling of the building's texture or surface.

B. Note the doorways and windows.

C. Discuss the shapes of the windows, doors, and signs; i.e., square, circle, rectangle, etc.

D. Mention all the colors.

E. Note the sounds and scents.

F. Look for the people and the vehicles.

IV. Take a picture of the building to display in the room.

V. Have the students start a bulletin board of the pictures taken on a tour of the school system. Include pictures of the workers in this unit.

A. Use a large, simple blueprint of the rooms in the building for the bulletin board. Place on it pictures of those who work in each room and of those who work outside; i.e., the crossing guard, the bus driver, etc.

B. Make a "School Workers" bulletin board from the photographs or drawings of the people interviewed. Place their names and titles under their pictures.

Resources and Materials	Notes
I. Reference Sheet #1	
II. Simple blueprint of the school	
IV. Camera, flashcubes, film	

VI. Discuss with the students what they saw and how they felt.

VII. Let the students do one (1) of the following activities:

A. Have them draw a picture of their school building on Activity Sheet #1.

B. Let them construct a school from an empty box.

C. Have them build a school from blocks.

VIII. Encourage the students to tell something about their school after they complete one (1) of the activities in VII.

IX. Choose from these optional related activities

A. Have the students start booklets of "School Workers." Let their first picture, or the cover page, be a drawing of their school building.

B. Let the students do the following activities:

1. Have them do a fingerplay or say a poem about school.

2. Let them sing songs about school.

C. Show a filmstrip, or read a story about a school and the school workers.

Resources and Materials	Notes
VII. A. Activity Sheet #1 B. Empty cardboard box C. Blocks	

I. Let one of the students take a snapshot or draw a picture of you for the bulletin board. (See Reference Sheet #2, or use a picture taken previously.)

II. Tell the class about yourself, your education, family, and hobbies. Include your reasons for becoming a teacher.

A. Display and point out the tools that teachers use.

B. Have the students do Activity Sheet #13 as an eye-hand coordination activity about the tools of the teacher.

III Have the students role-play, or act-out, the teacher's duties.

A. Let them be the teacher for show-and-tell.

B. Have them start the pledge, a song, a poem, or a fingerplay.

C. Let them tell a story.

D. Have them check the students' hands after the class has washed.

E. Ask them to take the roll.

F. Allow them to check simple papers.

G. Have them pass out the papers.

H. Let them staple the papers together.

I. Have them help decorate the room.

J. Let them take a milk count.

IV. Teach a song, read a poem or a story, or show filmstrips about a teacher.

V. Let the students discuss why they would or would not wish to be a teacher.

Resourses and Materials	Notes
I. Camera, flashcubes, film Reference Sheet #2	
II.	
B. Activity Sheet #13	

VI. Have the students draw a picture, make a clay model, role-play the teacher, or complete Activity Sheet #2. Let them verbalize one (1) task performed by the teacher. Use Evaluation Tabulation Form B, column #2A - Teacher, to check the names of those students who responded correctly.

VII. Choose from these optional related activities.

A. Add the teacher's picture to the bulletin board about "School Workers."

B. Have the students who drew pictures of their teacher place those pictures in their "School Workers" booklets.

Resources and Materials	Notes
VI. Activity Sheet #2 Evaluation Tabulation Form B	

I. Have the students walk through selected (or all) classrooms in the building and meet those teachers with whom they have had no prior contact.

II. Ask the teacher being visited to identify the specific subject or grade he/she teaches as well as any special equipment he/she uses in his/her situation.

III. Allow the students to discuss their walk.

A. Have them name and count the teachers they met.

B. Let them identify the pictures of the teachers they visited from a composite or from a group of individual pictures.

C. Ask them to describe the teachers, tools, and tasks.

IV. Let the students draw a picture on Activity Sheet #3 of at least one (1) teacher they met. Let them place their pictures in their "School Workers" booklets.

V. Have the students name and identify at least one (1) duty of the teacher they illustrated. Use Evaluation Tabulation Form B, column #2A - Other Teachers, to check the names of those students who responded correctly.

VI. Choose from these <u>optional</u> related activities.

A. Have the students play "Guess Who?". Let a student tell a little about a teacher and his/her job. Have the student who guesses that teacher's name be the next leader.

B. Let the students tell why they chose to illustrate a particular teacher.

C. Add the photos of the special teachers to the bulletin board about "School Workers." Review the other photos on the board.

Resources and Materials	Notes
IV. Activity Sheet #3 V. Evaluation Tabulation Form B	

I. Let two (2) students escort the principal to the classroom, or take the class to the principal's office.

II. Have the principal tell the students a little about himself/herself (refer to Capsule #2). Be sure to inform the speakers what they should discuss.

A. Let the principal show the students pictures of his or her family.

B. Have the principal tell about his/her job and the tools he/she uses.

C. Let the students ask the principal why he/she likes his/her job and what he/she dislikes about it.

D. Have the students sit in the principal's chair if they visit his/her office.

III. Let the students discuss whether or not they would like to be a principal.

IV. Have the students draw a picture of the principal and add it to their "School Workers" booklets. Let them verbalize to the teacher at least one (1) task performed by the principal. Use Evaluation Tabulation Form B, column #2A - Principal, to check the names of those students who responded correctly.

V. Add the principal's photograph to the bulletin board on "School Workers." Review the other photographs.

VI. Let the students use Activity Sheet #14 to do an eye-hand coordination about the tools of the principal.

Resources and Materials	Notes
III. Activity Sheet #5 Evaluation Tabulation Form B IV. Camera, flashcubes, film V. Activity Sheet #15	

I. Ask the following questions:

A. Say, "What is the name of the custodian or janitor?"

B. Ask, "Does the school need him/her?"

C. Discuss, "Why does the school need him/her?"

D. Ask, "What are some of the jobs people see him/her do each day?". (bring in the milk, put up the flag, clean the floor, and change the light bulbs)

E. Say, "What types of jobs need to be done to keep a building like this in working condition?"

II. Do the following activities:

A. Invite the custodian to talk to the students in their classroom.

B. Take the students to the custodian's room.

C. Have the custodian show the students around and tell them about his/her job.

III. Ask the custodian to do the following:

A. Have him/her tell about his/her many jobs. Let him/her display some of his/her tools and show how they are used.

B. Have him/her suggest ways that the students can help to make his/her job a little easier; i.e., clean their feet before entering, put all trash into the wastebaskets, remove their boots at the door, clean up all spills, keep their hands and faces off the windows and walls, and put their chairs on the tables before they leave at night.

IV. Let the students ask the custodian what he/she likes and dislikes about his/her job.

V. Have the students look around their room and discuss ways they can help him/her in their classroom.

VI. Let the students carry out custodial tasks within their classroom.

Resources and Materials	Notes
IV. Evaluation Tabulation Form B	
VI. Activity Sheet #14	

I. Acquaint the students with the secretary and aide by visiting them in their office surroundings.

   A. Have the secretary tell a little about himself/herself, and have him/her demonstrate some of the tasks he/she performs during the day.

   B. Let the students ask the secretary what tools he/she needs for his/her job.

   C. Have the aide tell the many tasks he/she performs and the tools he/she uses.

   D. Let the students ask the secretary and the aide what they like or dislike about their jobs.

II. Ask the students to role-play, or act-out, the secretary's duties; i.e., practice telephone manners, use a typewrite for typing notes, take a milk count, deliver messages, record absences, take care of sick or injured children, file papers, sell supplies, and order supplies.

III. Allow the students to draw a picture of the secretary and/or aide on Activity Sheet #5 for their "School Workers" booklets. Have them verbalize to the teacher at least one (1) task performed by the secretary. Use Evaluation Tabulation Form B, column #2A - Secretary & Aide, to check the names of those students who responded correctly.

IV. Add the secretary's and/or aide's photograph to the bulletin board on "School Workers."

V. Have the students do the eye-hand coordination on Activity Sheet #15.

Resources and Materials	Notes

VII. Have the students draw a picture of the custodian or do Activity Sheet #6 for their "School Workers" booklets. Let them verbalize to the teacher at least one (1) task performed by the custodian. Use Evaluation Tabulation Form B, column #2A - Custodian, to check the names of those students who responded correctly.

VIII. Add the custodian's photograph to the bulletin board about "School Workers."

IX. Let the students do the eye-hand coordination on Activity Sheet #16.

Resources and Materials	Notes
VII. Activity Sheet #6 Evaluation Tabulation Form B	
VIII. Camera, flashcubes, film	
IX. Activity Sheet #16	

I. Ask the cafeteria workers' permission to visit the lunchroom.

A. Acquaint the students with the workers.

B. Help them become aware of how food is prepared; i.e., equipment, utensils, food packages, etc.

C. Let them see how food is served to students; i.e., dishing up of food, lining up procedure, etc.

D. Let them learn how to take care of their trays when they are through eating.

E. Help them become aware of the proper procedures for leaving the cafeteria.

II. Let the cafeteria workers tell a little about themselves (refer to Capsule #2). Inform the speakers what they should discuss.

A. Have the cafeteria workers tell about their jobs and the tools they need.

B. Ask a cafeteria worker to speak to the students about a balanced meal and to tell why it is important.

C. Let the students ask the cafeteria workers what they like and dislike about their jobs.

III. Discuss good table manners; i.e., place the napkin in the lap, do not talk with food in the mouth, talk quietly at the table, correctly use the knife, fork, and spoon, chew the food well, do not wash the food down with liquid, try to eat all of the food, stay seated until through eating, keep the hands away from other's food, cover the mouth and nose when sneezing or coughing, try not to spill food or drink on the table or the floor, cleanup when through eating, and wipe the mouth with the napkin when finished.

Resources and Materials	Notes

IV. Have the students discuss the following characteristics of cafeteria workers and the reasons for each:

A. Explain that they should be neat and clean.

B. Observe that they should be pleasant.

C. Say that they should enjoy working with people.

D. Explain that they must have their work completed on time.

E. Say that they must be able to tell time so they can be read for lunch.

F. Explain that they must be able to read recipes and instructions.

V. Let the students role-play serving other students during milk and cookie time.

VI. Have the students draw a picture of a cafeteria worker for their "School Workers" booklets. Let them verbalize to the teacher a task performed by a cafeteria worker. Have the students do Activity Sheet #7. Use Evaluation Tabulation Form B, column #2A - Cafeteria Worker, to check the names of those students who responded correctly.

VII. Add the cafeteria workers' photographs to the bulletin board on "School Workers."

VIII. Choose from these optional related activities.

A. Sing songs or read stories about cooks, cooking, eating, etc.

B. Make a "Favorite Recipe" booklet by having the students bring in their favorite food recipe to be compiled into a class book. Copy these recipes and give them to the mothers for Christmas, Mother's Day, or other special occasions.

C. Let the students do the eye-hand coordination on Activity Sheet #17.

Resources and Materials	Notes
VI. Activity Sheet #7 Evaluation Tabulation Form B	
VII. Camera, flashcubes, film	
VIII.	
C. Activity Sheet #17	

I. Ask the school nurse to visit the room dressed in his/her complete uniform.

A. Have the school nurse tell the students a little about himself/herself, his/her training, what a school nurse does, and the tools he/she needs.

B. Let him/her tell the students what he/she likes and dislikes about his/her job.

C. Ask him/her to bring some tools (real or toy) for the students to handle or try.

1. Let the students test other students' eyes.

2. Let them test other students' ears.

3. Have them practice applying bandages.

4. Let them use a stethescope.

5. Have them take another student's temperature.

6. Let them help to weigh and measure other students.

D. Ask the school nurse to talk to the students about simple first aid.

1. Have him/her explain about thoroughly washing a cut and applying antiseptics.

2. Let him/her demonstrate the applications of ice packs on bruises, cold water on burns, and bandages on cuts.

E. Ask the school nurse to discuss what to do in case of an emergency.

1. Have him/her explain that if the students need help, they must dial "0" and be sure to give their full name and address to the operator.

2. Have him/her stress that they must GET OUT of a burning building and not hide in a closet or under a bed.

3. Let him/her explain that if the students' clothes catch fire, they must roll on the ground and/or wrap something around themselves to smother the flames, but they must not run.

Resources and Materials	Notes

E. Ask the school nurse to stress the following:

1. Have him/her warn the students not to drink or to eat anything unless they are sure of what it is.

2. Have him/her caution them not to play with electrical equipment.

3. Have him/her encourage them to watch out for younger brothers and sisters who might get hurt.

4. Have him/her urge them to cleanup spills of liquid or food so that others will not slip.

5. Have him/her warn them to turn pan handles away from the fronts of their stoves.

II. Let the students draw a picture of the school nurse or complete Activity Sheet #8 for their "School Workers" booklets. Have them verbalize to the teacher one (1) task performed by the nurse. Use Evaluation Tabulation Form B, column #2A - Nurse, to check the names of those students who responded correctly.

III. Add a photograph of the school nurse to the bulletin board on "School Workers."

IV. Choose from these optional related activities.

A. Discuss with the students safety practices in the school and at home.

B. Have the students listen to a story, view a film, or sing a song about a nurse.

C. Set up a first aide center in one corner of the room so that the students can role-play the school nurse.

D. Use Activity Sheet #18 to have the students make a simple nurse's cap.

E. Let the students do the eye-hand coordination on Activity Sheet #19.

Resources and Materials	Notes
II. Activity Sheet #8 Evaluation Tabulation Form B	
III. Camera, flashcubes, film	
IV.	
D. Activity Sheet #18	
E. Activity Sheet #19	

Capsule #9
Bus Driver

I. Introduce the bus driver with the following activities:

A. Invite him/her to the classroom and acquaint the students with information about himself/herself; i.e., personal life, necessary training, tools needed, skills, chauffeur's license, and the observation of the traffic laws.

B. Take the students to the bus.

1. Stress the importance of taking good care of the bus.

2. Explain the use of the emergency door.

3. Discuss student safety on the bus.

4. Explain the radio and its use.

C. Ask the bus driver to have the students practice an emergency evacuation drill.

D. Let the bus driver tell the students what he/she likes or dislikes about driving a school bus.

II. Have the students role-play, or act-out, the duties of the bus driver.

A. Let them discuss safety rules.

B. Have them construct a bus out of a cardboard box.

C. Let them talk about traffic signs and rules.

D. Have them make chauffeurs' licenses.

III. Let the students draw a picture of the bus driver or complete Activity Sheet #9 for their "School Workers" booklets. Have them verbalize a task performed by the bus driver. Use Evaluation Tabulation Form B, column #2A - Bus Driver, to check the names of those students who responded correctly.

IV. Add a photograph of the bus driver to the bulletin board about "School Workers."

Resources and Materials	Notes
V. A. Films: Safety On the Bus and The School Bus and Your Safety B. Songs: "Riding On the Bus" and "The Wheels On the Bus" C. Stories: I Want To Be a Bus Driver and Bingity, Bangity School Bus D. Activity Sheet #20	

Capsule #10
Crossing Guard

I. Introduce the crossing guard with the following activities:

A. Invite him/her to visit the room.

1. Let him/her inform the students a little about himself/herself.

2. Have him/her tell the students about his/her job.

3. Ask him/her to discuss safety rules with the students.

4. Let him/her show the students a uniform or tools used by a crossing guard.

5. Have him/her tell the students what he/she likes or dislikes about his/her job.

B. Direct the students through the actual procedure of dismissal.

1. Line them up in the classroom.

2. Walk them to the walkers' and bus riders' lines.

3. Have the guard guide the students across the streets and back to the classroom.

4. Make the students aware that the above mentioned procedures are preparing them for first grade.

II. Let the students make safety signs to hang in the classroom or to take home.

A. Discuss the signs' different shapes, colors, and meanings.

B. Have the students print the correct words and practice recognizing those words on each sign.

III. Let the students draw a picture of the crossing guard on Activity Sheet #10 for their "School Workers" booklets. Have them verbalize to the teacher a task performed by the crossing guard. Use Evaluation Tabulation Form B, column #2A - Crossing Guard, to check the names of those students who responded correctly.

IV. Put up a photograph of the crossing guard on the bulletin board about "School Workers."

Resources and Materials	Notes
III. Activity Sheet #9 Evaluation Tabulation Form B IV. Camera, flashcubes, film	

V. Choose from these optional related activities.

A. Show the films, Safety On the Bus or The School Bus and Your Safety.

B. Teach the songs, "Riding On the Bus" and The Wheels On the Bus".

C. Read the bus stories, I Want To Be a Bus Driver and Bingity, Bangity School Bus.

D. Have the students do the eye-hand coordination on Activity Sheet #20.

Resources and Materials	Notes
III. Activity Sheet #10 Evaluation Tabulation Form B IV. Camera, flashcubes, film	

V. Choose from these optional related activities.

A. Sing songs like "Walk to School."

B. Show a filmstrip like Going to School.

C. Discuss and list other people who have jobs that protect students.

D. Let the students use their classroom to role-play the crossing guard, the pedestrians, and the automobile drivers.

E. Have the students do the eye-hand coordination on Activity Sheet #21.

Resources and Materials	Notes
V. A. Song: "Walk to School" B. Filmstrip: Going to School E. Activity Sheet #21	

Capsule #11
Superintendent and His Staff

I. Point out that some school workers are in a building where there are no students. Explain that these buildings are called office buildings or an Administration Building.

II. Plan to take the students on a field trip to the Administration Building. Discuss good manners and the importance of keeping all hands off the equipment.

III. Make the following arrangements:

A. Obtain bus transportation to the Administration Building.

1. Let the students observe and interview the Superintendent.

2. Have them observe the offices.

3. Let them observe the equipment being used.

4. Have them observe and interview the office staff.

B. Have the Superintendent visit the classroom and tell the students about himself/herself, his/her job, the tools he/she uses, and what he/she likes or dislikes about his/her job as Superintendent.

IV. Compose (verbally) a list of observations and discoveries made during the trip to the Administration Building.

V. Let the students draw a picture of the Superintendent or use Activity Sheet #11 for their "School Workers" booklets. Have them verbalize to the teacher one (1) task performed by the Superintendent. Use Evaluation Tabulation Form B, column #2A - Supt., to check the names of those students who responded correctly.

VI. Put up a photograph of the Superintendent on the bulletin board about "School Workers."

VII. Choose from these <u>optional</u> related activities.

A. Have the students construct an office building and/or some of the building accessories. Let them role-play the administration office personnel; i.e., Superintendent, assistants, secretaries, etc.

B. Let the students do the eye-hand coordination of Activity Sheet #22.

Resources and Materials	Notes
V. Activity Sheet #11 Evaluation Tabulation Form B	
VI. Camera, flashcubes, film	
VII.	
B. Activity Sheet #22	

I. Ask the students if they feel that they are a school worker.

II. Have the students do the following activities:

A. Let them discuss the tools they use in the classroom as working students; i.e., pencils, paper, scissors, paste, books, paint, and paint brushes.

B. Have them discuss the tools they use in the classroom as helpers, i.e., wastebaskets, watering cans, dust cloths, erasers, and sponges.

C. Let the students tell a little about themselves, their job as students, and why they like or dislike their job.

III. Discuss the following:

A. Tell how individual good behavior contributes to the class.

B. Stress how good work habits help to make the classroom work easier and/or more enjoyable.

C. Explain how the work and the skills learned in school may be used when one is an adult.

IV. Have the students draw a picture of themselves on Activity Sheet #12 for their "School Workers" booklets. Let them verbalize to the teacher something about THEIR role as a student. Use Evaluation Tabulation Form B, column #2A - Me, to check the names of those students who responded correctly.

V. Take a group picture of the students, or use individual student pictures, to complete the bulletin board on "School Workers."

VI. Choose from these optional related activities.

A. Sing songs about school like "Together, Together."

B. Show filmstrips about students in school; i.e., School Friends and Activities, Living Together in School - series, Caring For School Materials, and Consideration for Others.

C. Read the stories, The Goat That Went to School and Tubby the Turtle, which pertain to students in school.

D. Have the students do the eye-hand coordination on Activity Sheet #23.

Resources and Materials	Notes
IV. Activity Sheet #12 Evaluation Tabulation Form B V. Camera, flashcubes, film VI. A. Song: "Together, Together" B. Filmstrips: School Friends and Activities, Living Together in School - series, Caring For School Materials, and Consideration for Others C. Stories: The Goat That Went to School and Tubby the Turtle D. Activity Sheet #23	

Reference Sheet #1

What Is A School?

Our school is a building, but it's much more too,
It's full of special people, with special work to do.

There's the principal who helps us keep a happy, growing school,
The janitors to fix and clean with every special tool.

The teachers (there are lots of them) with many skills to teach,
Reading, art, science, math, music, gym, and speech.

There's writing too, and time to find
Answers to problems on your mind.

Recess is great fun and lunchtime is yummy---
The cooks do their best to please your tummy.

A secretary cares for money and things,
When she needs to find someone, the intercom sings!

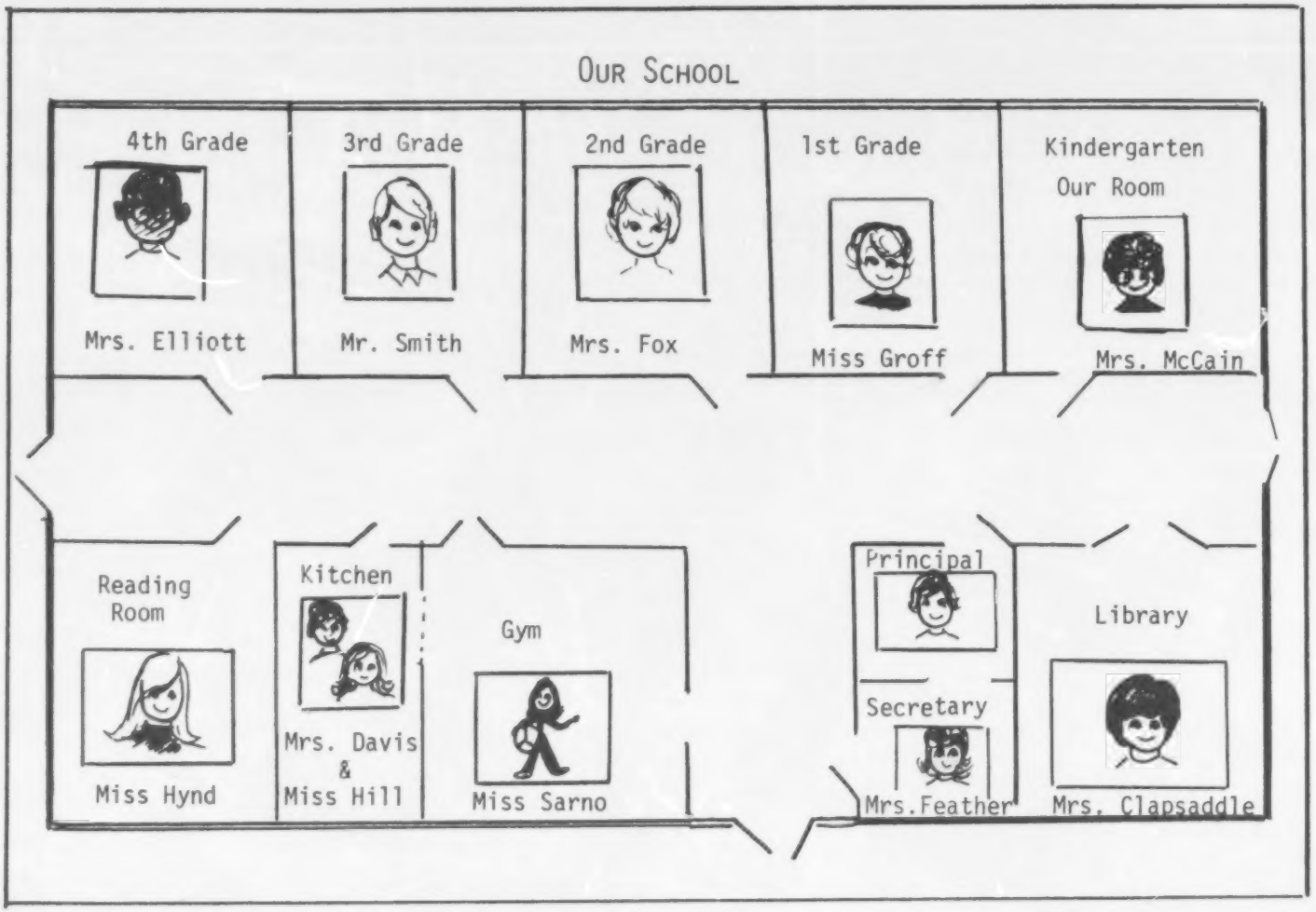
(She and the aides are pretty quick, to care for us too,
When someone gets sick!)

Bus drivers, crossing guards every day
Help us to and from school in the safest way.

So many special people here---more than just these few.
But none is more important than the student and that's YOU!

By Melinda Stibal

Reference Sheet #2



NAME_____

Activity Sheet #1

NAME_____

Activity Sheet #2

MY TEACHER

50

NAME_____

Activity Sheet #3

ONE OF THE TEACHERS IN OUR BUILDING IS A _____.

NAME_____

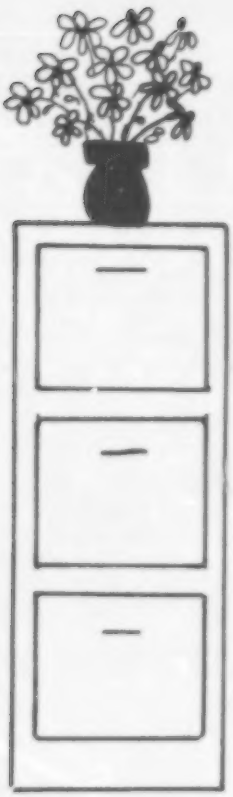
Activity Sheet #4

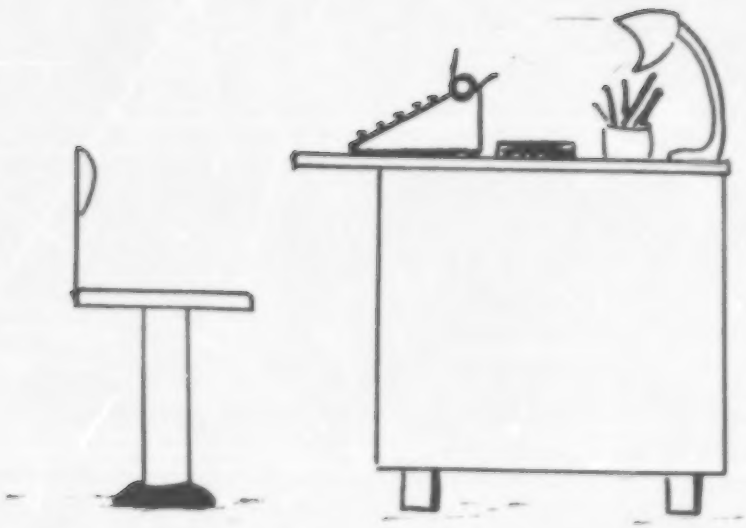
MY PRINCIPAL

52

NAME_____

Activity Sheet #5

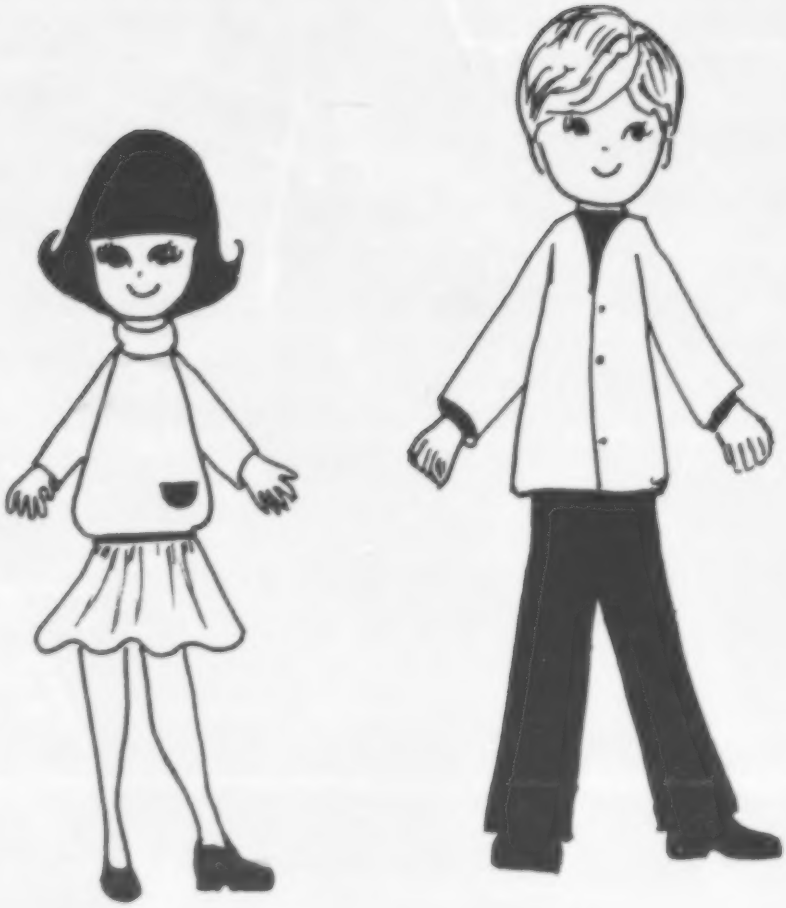




HERE IS OUR SECRETARY AND/OR OUR AIDE

NAME_____

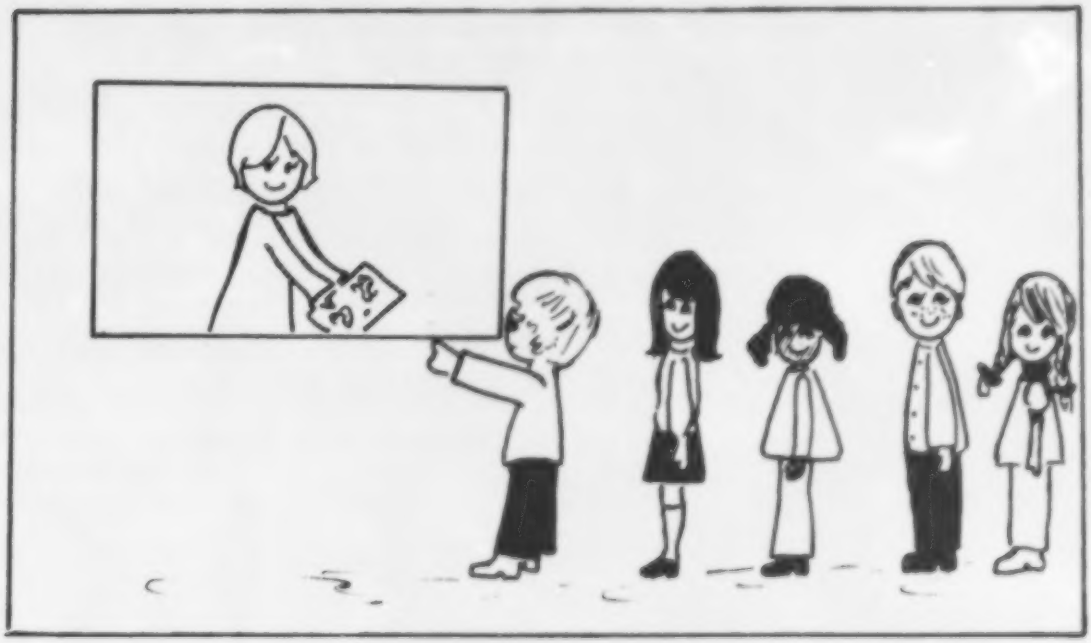
Activity Sheet #6



HERE ARE OUR CUSTODIANS READY TO GO TO WORK. I HAVE DRAWN SOME TOOLS THEY WILL NEED.

NAME_____

Activity Sheet #7

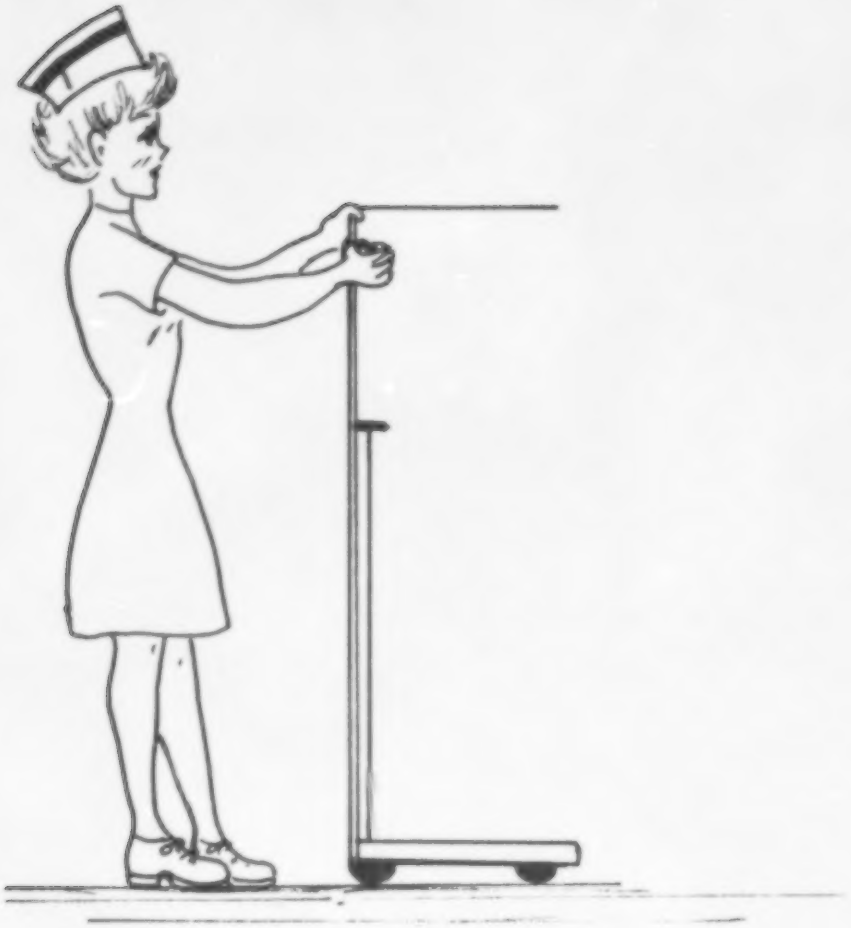


HERE IS MY CLASS WAITING IN LINE TO BE SERVED BY ONE OF OUR CAFETERIA WORKERS.

HERE IS A TRAY OF MY FAVORITE FOOD.

NAME_____

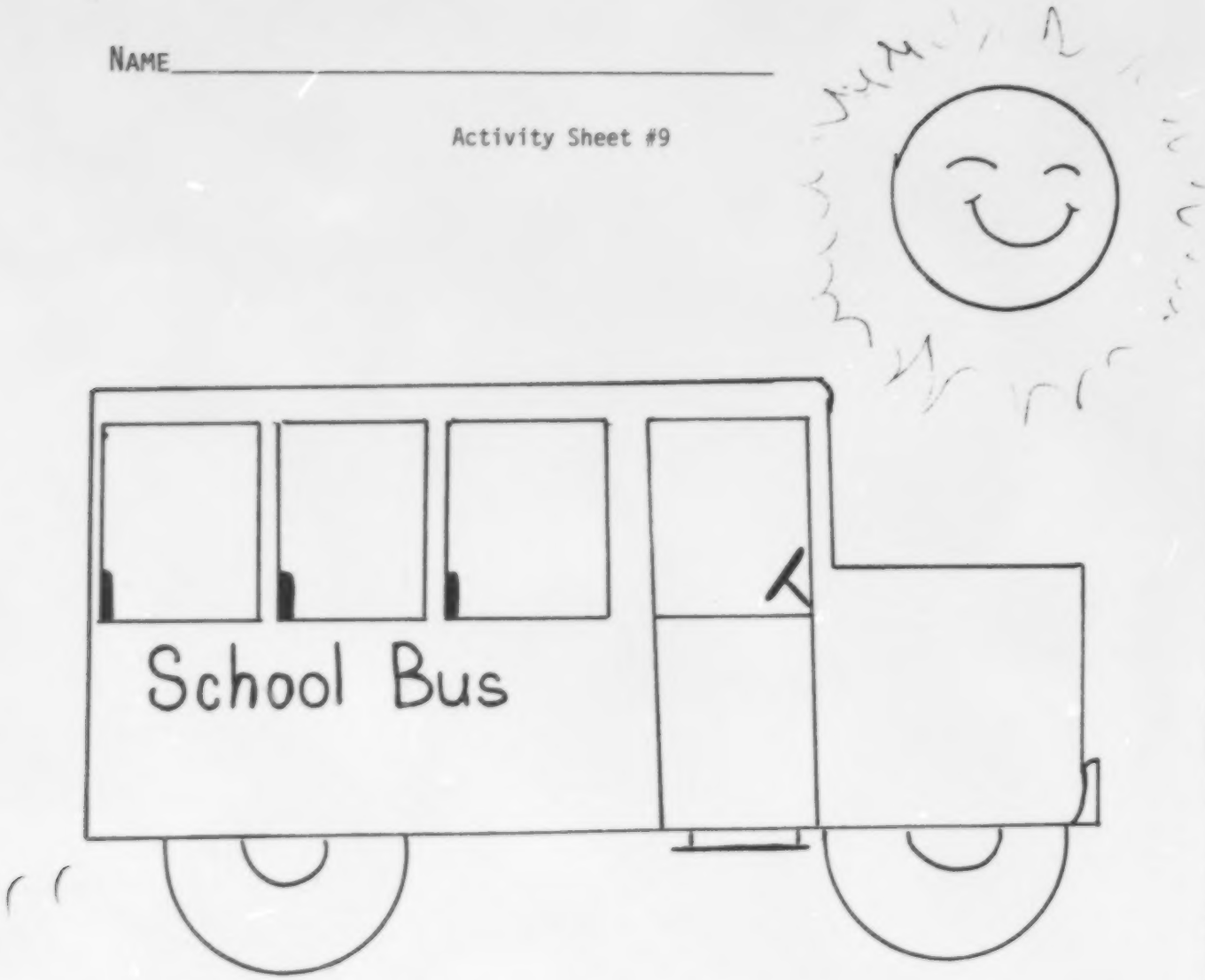
Activity Sheet #8



OUR SCHOOL NURSE IS CHECKING MY WEIGHT AND HEIGHT.

NAME_____

Activity Sheet #9



HERE IS OUR BUS. LOOK IN THE WINDOWS AT US AND OUR BUS DRIVER.

NAME_____

Activity Sheet #10

HERE IS OUR CROSSING GUARD AND SOME SAFETY SIGNS.

NAME_____

Activity Sheet #11

OUR SUPERINTENDENT

NAME_____

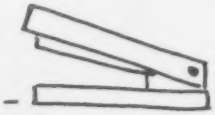
Activity Sheet #12

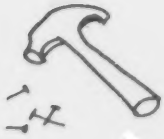
THIS IS ME. I AM A SCHOOL WORKER.

NAME_____

Activity Sheet #13

MY TEACHER'S TOOLS



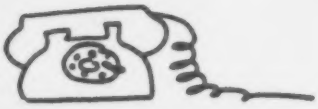


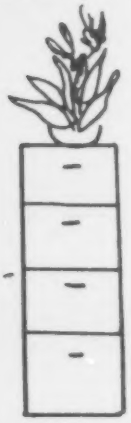
DRAW LINES TO THOSE TOOLS USED BY A TEACHER.

NAME_____

Activity Sheet #14

MY PRINCIPAL'S TOOLS





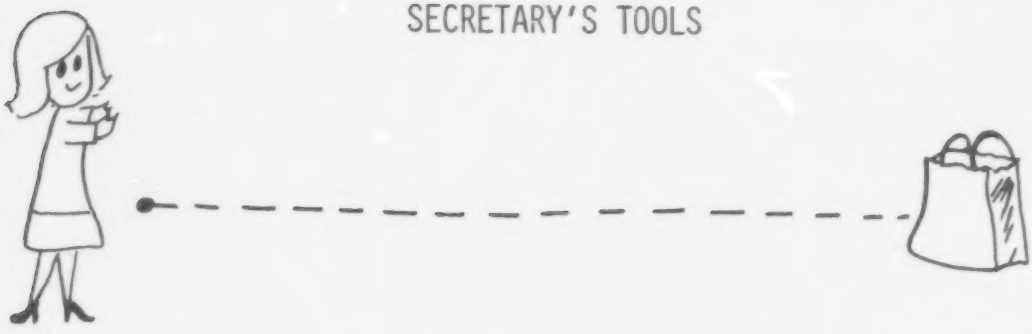
85

DRAW LINES TO THOSE TOOLS USED BY A PRINCIPAL.

NAME_____

Activity Sheet #15

SECRETARY'S TOOLS



DRAW LINES TO THOSE TOOLS USED BY A SECRETARY.

NAME_____

Activity Sheet #16

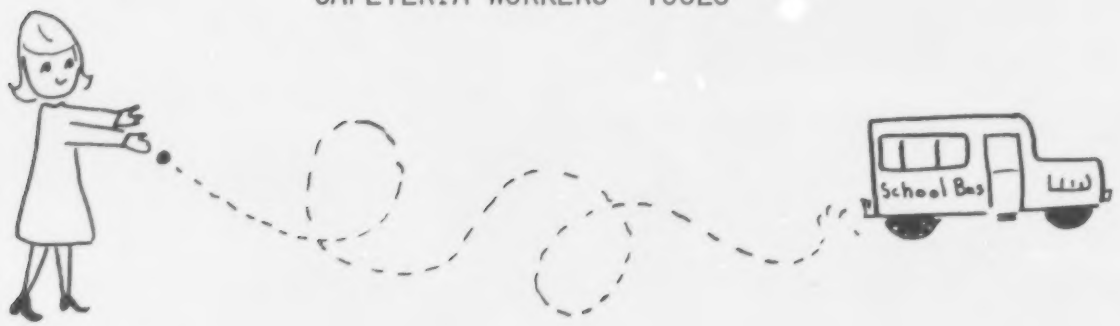
CUSTODIAN'S TOOLS

DRAW LINES TO THOSE TOOLS USED BY A CUSTODIAN.

NAME_____

Activity Sheet #17

CAFETERIA WORKERS' TOOLS

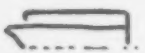


83

DRAW LINES TO THOSE TOOLS USED BY A CAFETERIA WORKER.

1

1. Cut along these lines.
2. Fold on dotted line.



3. Fold and match 1 to 1 and 2 to 2 and fasten.

1

2

Cut along these lines.

Activity Sheet #18

66

90

2

NAME_____

Activity Sheet #19

NURSES' TOOLS

DRAW LINES TO THOSE TOOLS USED BY A NURSE.

NAME_____

Activity Sheet #20

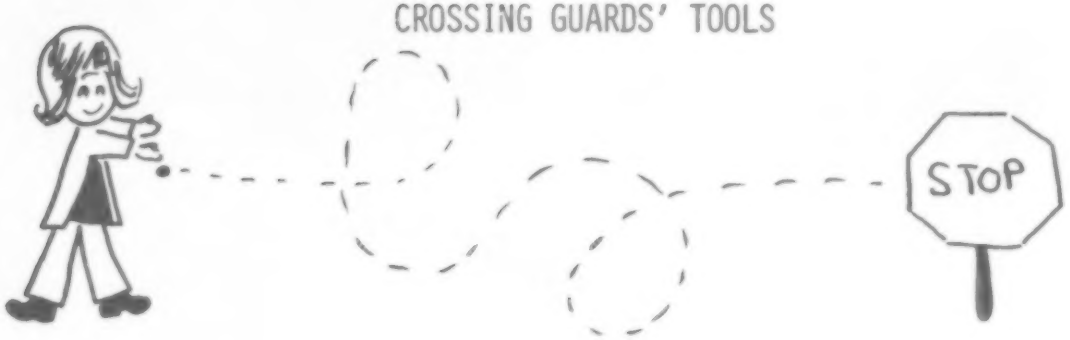
BUS DRIVERS' TOOLS

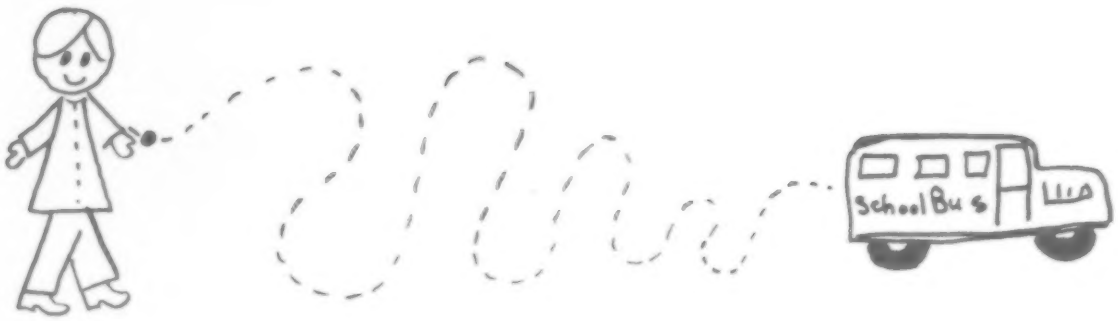
DRAW LINES TO THOSE TOOLS USED BY A BUS DRIVER.

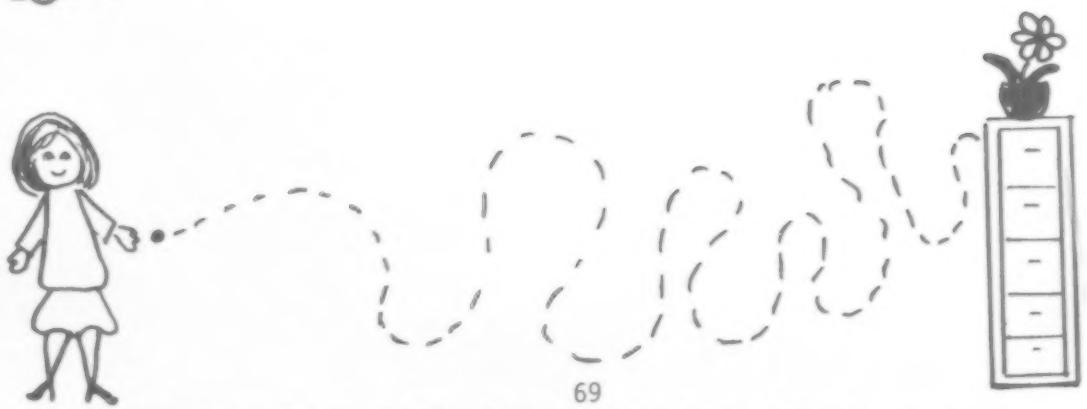
NAME_____

Activity Sheet #21

CROSSING GUARDS' TOOLS





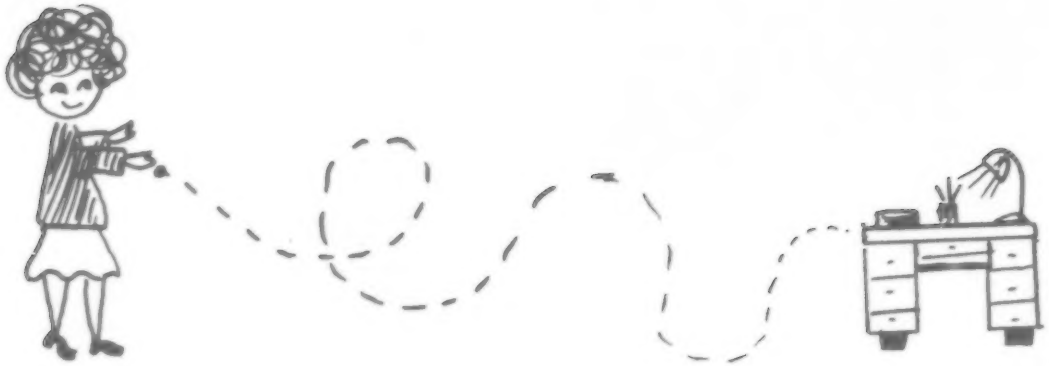


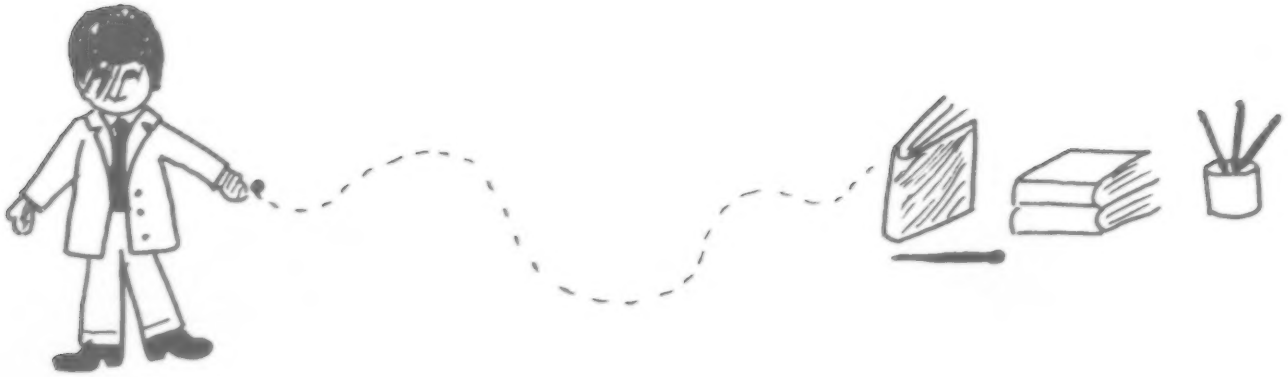
DRAW LINES TO THOSE TOOLS USED BY A CROSSING GUARD.

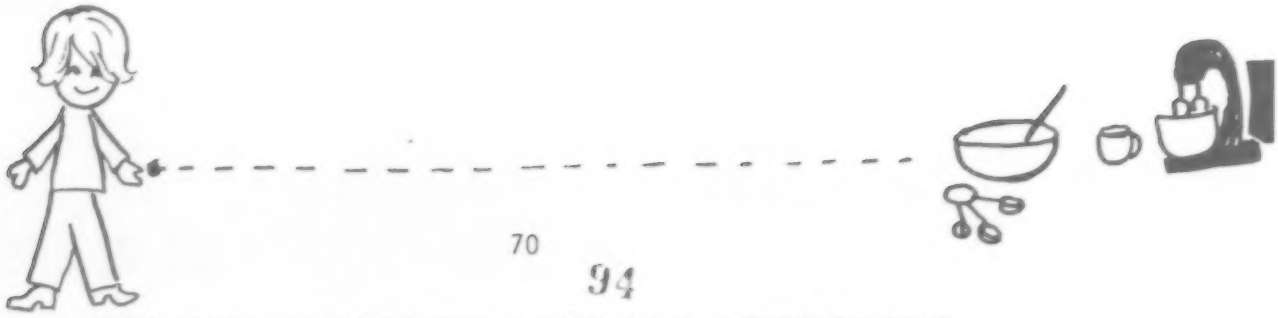
NAME_____

Activity Sheet #22

OUR SUPERINTENDENT'S TOOLS





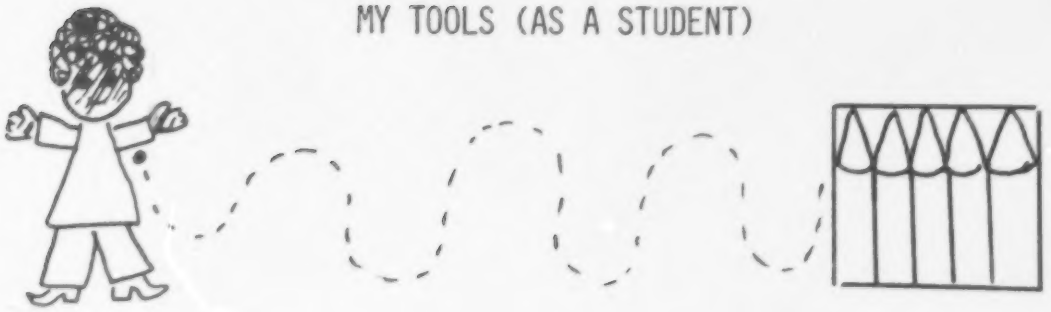


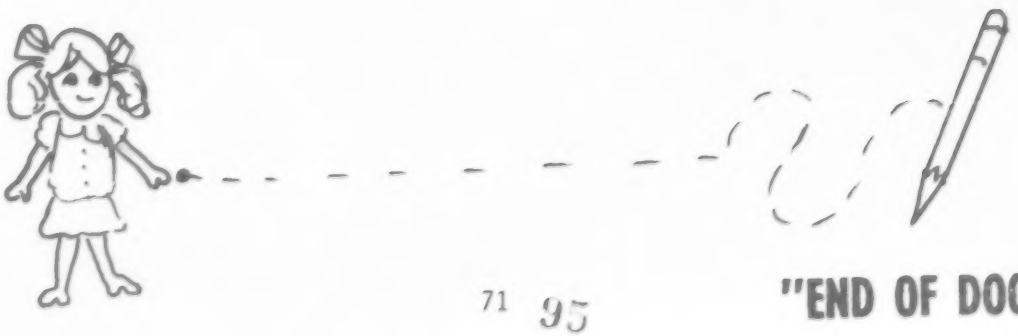
DRAW LINES TO THOSE TOOLS USED BY A SUPERINTENDENT.

NAME _____

Activity Sheet #23

MY TOOLS (AS A STUDENT)





"END OF DOCUMENT".

DRAW LINES TO THOSE TOOLS USED BY STUDENTS.